

Name: Gavi de Tarr____ Age/Grade Level: 9-12_____
Subject Area(s) Music____ Unit Title: The Rhythms of Africa____
Lesson Title: Conceptualizing rhythm and notation Estimated Time: 80 min_____

Purpose/Rationale for lesson: Introduction to concepts of rhythm, notation, and layered rhythms

Curriculum Framing Questions:

Essential Question: How is rhythm used in different cultures?

Unit Question that applies to this lesson: How is rhythm used in African music?

Lesson or Content Question(s): What is rhythm?

Goal: Develop an initial understanding of rhythm, call and response, and rhythmic layering.

Learning Objective(s):

- The students will listen/view a recording/video of African music, identify rhythms they have learned within the piece, and reflect on the style of music (what they think of it, how it relates to other music they have heard before, if it is new to them, what prior experience they have of African music and/or culture, etc)
- The students will demonstrate, on percussion instruments, rhythms learned aurally (call and response).
- The students will invent notation for the rhythms they learn.
- The students will play different rhythms at the same time, building a layered texture.

Curriculum Standard(s): 2. Performing alone or with others, 5. Reading and notating music, 7. Evaluating music

Materials Needed: Projector connected to computer, with African music video loaded up. Document camera to display notation ideas.

Instruments:

- Conga
- Djembe
- Cabasa
- Shaker
- Materials to make their own drums; 1 large metal can for each student, 5 rolls of masking tape.

Background knowledge or skills students needed prior to lesson: Ability to hear simple rhythms and play them back on a drum or percussion instrument.

Hook or Introduction: Video of African music being performed, followed by group discussion/reporting out.

Procedures:

- Step 1: Video of exciting African music/dance performance playing as students enter the room. Discussion and report out (15 min)
- Step 2: Discuss instruments in the video, create drums (20 min)
- Step 3: Call and response (15 min)
- Step 4: Identify learned rhythms in the video (10 min)

· Step 5: Brainstorm notation ideas, formative assessment of learning with a whip around the room answering the question “what is rhythm?” assign notation homework (20 min)

Differentiation/Accommodation

Accommodation: ADHD

Have the student(s) sit in the front of the class, next to a couple of talented, focused kids. During the discussions and notation portion, if the student is restless have them be the board writer.

Accommodation: TAG

Have student play two rhythms at the same time, one in each hand; either steady beat in one hand and a learned rhythm in the other, or for a greater challenge two separate learned rhythms simultaneously.

Accommodation: Reading/Writing Level

The lesson does not involve reading or writing, other than invented music notation.

Closure: Put drums away, whip around the room discussion of “what is rhythm?”

Assessment and Evaluation of Student Learning: Informal formative assessment throughout the lesson in the form of monitoring discussion, call + response, and notation portions of the lesson. Whip around the room at the end of the lesson.